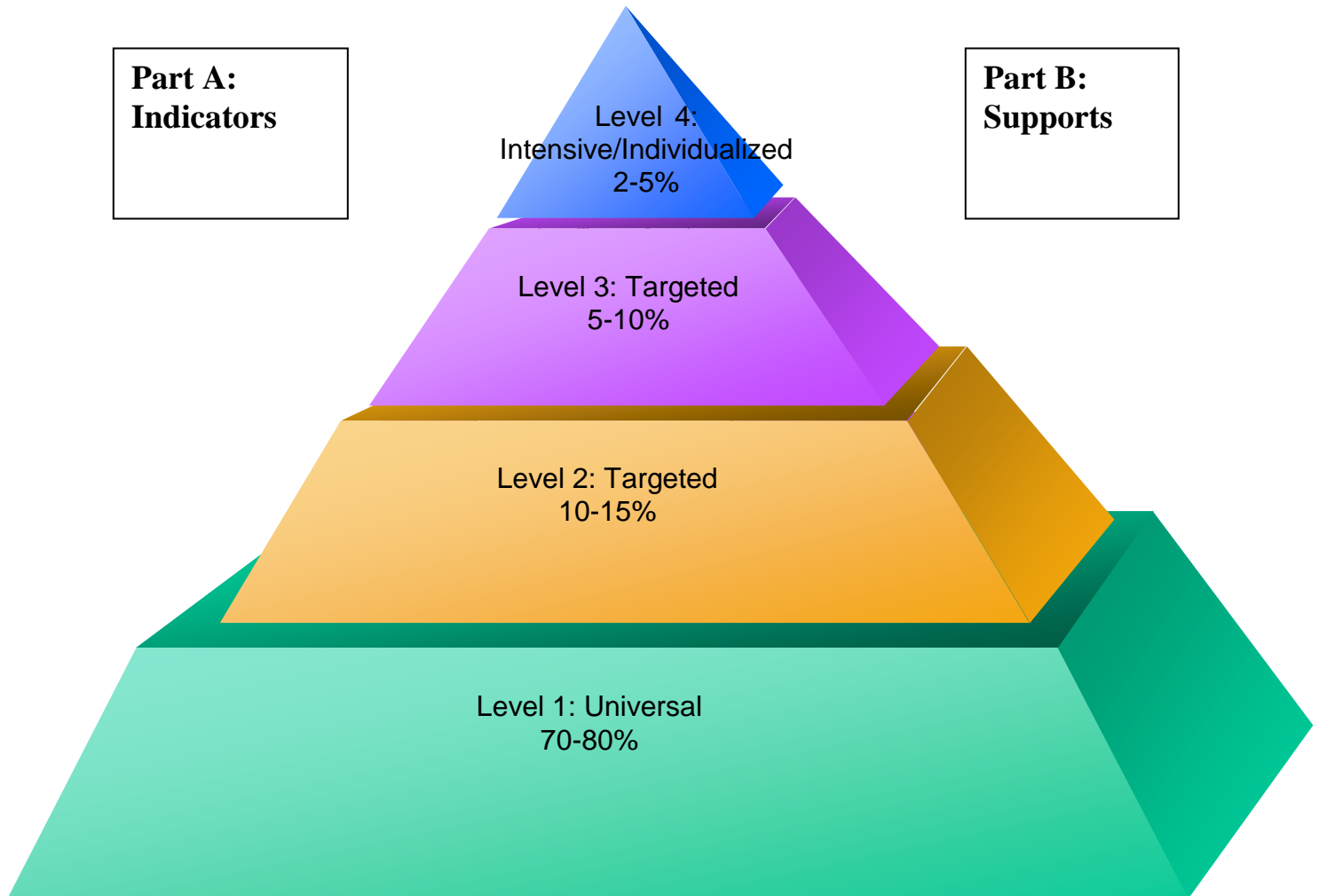




Levels of Support

**Part A:
Indicators**

**Part B:
Supports**



1. Academic
2. Behavior
3. Cognitive
4. Physical
5. Vision
6. Hearing



Purpose

The purpose of this document is to inform resource allocation and program planning at the school and divisional level. The document describes **key indicators** and **levels of support** across six key areas including academic, behavior, cognitive, physical, vision and hearing. In addition, four levels of recommended supports are provided for each of these areas.

Key Indicators identify student behaviors that indicate that the student requires supports in addition to those that should be available to all students. Key indicators at level 1 are associated with the majority of students; students who would be considered “successful” when exposed to high quality, differentiated instruction. The key indicators at level 1 are intended to serve as a reference point. Key indicators at higher levels indicate a need for additional support.

Levels of Support refers to recommended interventions including adaptations and accommodations associated with the area of need and the level of indicators. These supports should be considered cumulative and incremental (e.g. students requiring level 3 supports should also receive level 2 supports). Level 1 supports should be considered “universal” in that these supports should be in place in every classroom. Higher levels of support are associated with greater student need. Table 1 provides a broad description of key indicators and supports at each level.

Table 1

	Key Indicators	Key Supports
Level 1	Describes the “typical” student who can meet general and specific learner outcomes at, or above grade level through high quality instruction including differentiation.	Includes “universals” such as differentiated instruction, assessment of and for learning and universal design. These supports should be available to all learners
Level 2	Describes a student who requires adaptation and additional support in order to be successful. The student may or may not meet Alberta Education special education coding.	Includes targeted supports such as flexible groupings, visual supports, Read/Write Gold, etc. These students typically require an adaptation checklist or IPP
Level 3	Describes a student who requires extensive adaptation and/or modification. May be working towards specific learner outcomes at much earlier grade levels. The student meets criteria for Alberta Education coding.	Includes higher level of targeted supports such as specialized and direct instruction. Students at this level will likely require additional adult assistance or lower staff/student ratios
Level 4	Describes a student who requires highly specialized and intensive programming and support. Program focuses on foundational or lifeskills.	Includes intensive/individualized supports such as a dedicated educational assistant time, “wrap around”, consultative or direct specialist support or, in the most extreme cases alternate placement



Using Indicators to identify Student Needs

- a. Identify the student's **primary** area of need related to the provision of support
 - i. It is generally easier to begin with students' primary support needs related to physical, vision and hearing challenges.
 - ii. Cognitive challenges are often **associated** with academic and behavioral needs. It is therefore important to identify these students before identifying students with academic and behavioral needs. (i.e. will need cognitive testing scores)
- b. Place the students in the appropriate level (level 2-4). Look at both the Key Indicators and Key Supports when making the determination.
- c. If the student requires a higher level of support because of a **secondary** area (e.g. the student has a primary need related to cognitive ability but also presents with significant behavioral challenges) put an initial (B-behavior, DHH-hearing, etc.) and the level beside the student's name indicating the secondary area.

For example- A student with academic needs demonstrating level 3 indicators also has significant behavioral challenges place them at the level of support (level 3) required on the academic chart with a "B" indicated that the student also has significant behavioral challenges.

- d. Repeat steps a and b with students with less significant needs (typically those identified as mild/moderate).
- e. Repeat steps a and b with students who have been identified through district wide assessment, teacher assessment or observation as student's who appear to be at-risk (not typically coded).

When completing this process it is important to keep in mind the following:

- o All students will have only one primary area of need for support. Many of our students have challenges across many areas. However, these areas of need are often associated with the primary area. For example, a student with very severe cognitive challenges will also have physical and sensory needs in the area of vision and hearing
- o Identify a secondary of need only when the secondary area is not typically associated with the primary area of need, or is so severe that it requires a higher level of support than that indicated in the primary area



- The student's diagnosis and/or coding may not be synonymous with his/her greatest area of need.
- Support requirements do not necessarily correspond with the level of severity indicated in the student's coding for example a student coded 44 (severe medical disability) may not require the level 4 supports. Similarly, a student who is coded mild/moderate may demonstrate level 4 indicators and require the highest level of support.



Key Indicators and Supports

1. Academic

A. Key Indicators

1. Cognitive ability average or above average range (minimum FS of 85 plus or minus 5)
2. Inconsistent academic performance
3. Challenges in one or more core learning areas
4. The student's low achievement not explained by low cognitive ability, emotional/behavioral issues, inconsistent attendance or access to high quality and appropriate instruction, etc.

Level 1	Level 2	Level 3	Level 4
<p>Typical student learner outcomes</p> <ul style="list-style-type: none"> o engaged by academic tasks o internally motivated as per age expectations o organized o takes ownership and initiative o consistency in learning profile o demonstrates, at a minimum proficient performance o can infer and synthesize meaning from text o understands the processes of mathematics and has good number sense o has good problem solving skills 	<ul style="list-style-type: none"> o Performance below expectations in as indicated by school-wide or classroom-based assessment may be coded 54 o Demonstrates one or more of: o At elementary- difficulty recalling high frequency words or numbers o At secondary- reading is 2 years below grade level or skills support independent decoding/comprehension of text o trouble "getting started" or "completing" tasks or retaining new learning o difficulty with aspects of production e.g. writing/speaking, etc. o some difficulty in focusing attention o difficulties with organization including focusing attention and following directions 	<p>Performance well below expectations in 1 or more core learning areas as indicated by school-wide and level B (WIAT or WJR III) assessments. Coded 54</p> <p>In addition to Level 2 characteristics may demonstrate:</p> <ul style="list-style-type: none"> o difficulties with reading impacts on all subject areas- may lack phonemic awareness, limited sight word vocabulary and/or comprehension o difficulty initiating, completing, and organizing o difficulty maintaining attention on school-related tasks. o difficulty with all or most aspects of output particularly writing 	<p>Performance well below expectations in at least 2 or more core learning areas</p> <p>Below average performance and extreme variability in school performance as indicated by level B and C assessments including cognitive measures (WISC). Coded 54.</p> <p>In addition to level 3 characteristics may demonstrate:</p> <ul style="list-style-type: none"> o rote learning of sight words little understanding of meaning o can memorize number facts but has little understanding of processes of mathematics o cannot identify main/key idea o limited ability to write beyond simple sentence o poor retention of concepts o May not have enough sound-symbol knowledge to use the writing part of RWG.



1. Academic

B. Key Supports

Level 1: Universal Design For Learning

- Access to high quality instruction
- Differentiated Instruction
- Assessment for Learning
- Supports for Positive Behaviour
- Technology for Learning

Level 2 (focused)	Level 3 (focused)	Level 4 (targeted)
<ul style="list-style-type: none"> ○ Requires a FC Accommodation Plan ○ Differentiated Instruction and Universal Design for Learning ○ Scaffolding to successfully complete tasks ○ At elementary: <ul style="list-style-type: none"> ○ Small group guided reading ○ Kidspiration/Inspiration ○ Phonemic awareness focus (ADD/Lindamood) ○ At secondary: <ul style="list-style-type: none"> ○ may be involved in senior/junior high in K and E, Applied, - 2 classes or 14-24 level courses ○ May require direct instruction/assistance with organizational strategies ○ May require monitoring of daily work ○ may need more individualized instruction for literacy/numeracy (flexible groupings, etc.) ○ -ATL e.g. RWG, digital text-books ○ accommodations for PATs and DIPs (must have an FC accommodation plan and documentation in place) 	<p>In addition to selected level 2 Supports:</p> <ul style="list-style-type: none"> ○ Requires an Individual Program Plan (IPP) ○ Differentiated instruction and Universal Design for Learning essential in most areas of instruction consistent access to ATL (e.g. RWG, CO-writer, Audacity, etc) ○ “low tech” supports e.g. manipulatives, calculators, visual reminders, etc. ○ may require specific or specialized instruction including small group and targeted instruction – guided reading, Touch Math, ○ Direct instruction in use of strategies (e.g. study skills, organization skills) ○ focus on key concepts ○ may require alternate ways of demonstrating knowledge ○ provide opportunities to display talents and strengths outside of disability ○ At secondary may: <ul style="list-style-type: none"> ○ require 4 years to complete high school ○ correspondence courses ○ assignment/learning support class or “home work” clubs 	<p>In addition to selected level 3 Supports:</p> <ul style="list-style-type: none"> ○ Requires an Individual Program Plan (IPP) ○ Extensive use of ATL e.g. Co-Writer for writing or a way to record voice (e.g. Audacity or MacSpeech). ○ significant modification to the amount of time, complexity associated with task or program completion will require some strategically targeted EA support ○ digital texts ○ worksheets read-aloud-needs audio support to obtain information from text. ○ small group/flexible grouping to learn academic skills ○ Planned reduction of Educational Assistant support, particularly at the Jr./Sr. high level shift towards reliance on ATL. ○ At the secondary level may require streaming, specialized programming or setting.



2. Behavior

A. Key Indicators

1. Behavior is the primary support need
2. Behavior not explained by low cognitive ability, learning difficulties, poor classroom management or physical challenges
3. Behavior is not addressed by typical classroom management techniques

Level 1	Level 2	Level 3	Level 4
<p>Student Outcomes at grade level</p> <ul style="list-style-type: none"> o follows routines independently o reasonably compliant (85% or more) o respects persons (including self) and property o takes initiative o engaged in learning at a reasonable level (80% or more) o responds to correction and natural consequences o able to form social relationships (has friends and can deal with conflict) o Given developmental level/age is self-regulating and emotionally stable o -self-advocating o may experience short-term emotional or behavior difficulties associated with life circumstances (grief, divorce, peer issues). 	<p><u>May</u> have a diagnosis of ADHD and be coded 53</p> <p>Demonstrates 1 or more of the following:</p> <ul style="list-style-type: none"> o anxious, somewhat obsessive, or rigid. o requires direct teacher intervention for behavior (e.g. non-compliance, mildly disruptive) up to 2 times per week o requires frequent redirection o poor task completion o inconsistent attention o inefficient time-management o poor organizational skills o lower frustration tolerance o may be argumentative o some motor restlessness o difficulties with social situations and unstructured situations at risk or may be involved in substance abuse 	<p>Typically has a diagnosis of Severe social-emotional-behavioral disability (Code 42 or 44)</p> <p>In addition to Level 2 characteristics may demonstrate:</p> <ul style="list-style-type: none"> o problematic behavior evident across settings o disruptive behaviours occur in class daily. o impulsive - needs intervention early in behaviour cycle o Requires almost constant teacher vigilance o escalates quickly o difficulty forming social relationships- isolated or exercises poor choices in friends o does not understand or misreads social cues o must be paired/grouped carefully o limited task completion despite apparent ability o often functions at a lower grade level because of behavioral interference. o rigid style, difficulty handling any change o may experience anxiety, obsessive compulsive and mood variability. 	<p>–has a diagnosis of Severe social-emotional-behavioral disability (Code 42 or 44).</p> <p>In addition to Level 3 characteristics may demonstrate:</p> <ul style="list-style-type: none"> o behavior that has a significant impact on all settings home, classroom, bus etc. o behaviour that is harmful to self/others/property and may include pervasive and severe: <ul style="list-style-type: none"> - unpredictability - withdrawal, sadness/avoidance - impulsivity (poor self-regulation). - Anxiety - non-compliance o extreme rigidity; cannot handle change o may have significant attendance issues o inability to function in regular classroom for longer than a short period. o history of involvement in other agencies e.g. mental health, justice, Family Support for Children with Disabilities (FSCD)



2. Behavior

B. Key Supports

Level 1: Universal Design for Learning

- Supports for Positive Behaviour
- Differentiated Instruction
- Technology for Learning
- Assessment for Learning
- Well organized classroom
- Explicit, positively stated rules and expectations, reasonable consequences
- Access to school counseling services

Level 2 (focused)	Level 3 (focused)	Level 4 (targeted)
<ul style="list-style-type: none"> ○ Directed effort to build positive relationship ○ Higher rate of reinforcement ○ Consistent structure allowing flexibility based on student needs (e.g. adapted workload and breaks), ○ Assistive technology for learning maybe required ○ visual supports assist in increasing independence, rules or social behaviors ○ social skill modeling and instruction in problem solving ○ Preparation for change/transitions ○ proactive behaviour management strategies ○ regular home/school communication ○ logical and natural consequences emphasized. ○ needs to be held accountable for behaviour ○ may be supported by behaviour contracts/IPP ○ tolerance and understanding needed by others ○ Explicit and repeated teaching of expectations ○ “mentor” adult to provide check in ○ communication within staff to wrap around support and expectations ○ Involvement of school counselor 	<p>In addition to selected level 2 supports:</p> <ul style="list-style-type: none"> ○ Careful matching of staff to student to ensure positive relationship ○ increased staff supervision at unstructured times (e.g. lunch and at recess) ○ counseling needed for self and family ○ specific training (positive behavior support, non violent crises intervention, de-escalation techniques, etc) required for staff ○ needs social skill training, anger management and problem-solving ○ need help with organizational strategies ○ should have updated psycho-educational assessment every 3 years. ○ access to additional adult support to assist with behaviour regulation ○ ATL for literacy support and organization ○ requires I.P.P. (Behaviour Support Plan) based on Functional Behavioral Assessment ○ requires Learning Support Facilitator supports ○ requires additional administrative time ○ may require outside agencies (SHP, ADAC, Mental Health, education/behavior) 	<p>In addition to selected level 3 supports:</p> <ul style="list-style-type: none"> ○ with support required for staff ○ FBA driven positive behavioral support plan with ongoing behavioral consultation ○ may require alternative placement-in district or out of district congregated programs ○ requires dedicated adult support 50-100% of the time to function ○ requires supervision and support at lunch, recess and coming in and out for the bus ○ require flexible expectations ○ involvement of physician ○ involvement with other agencies e.g., CFSA, FSCD, CASA, GRH ○ Extensive case management required ○ specific training, placement



3. Cognitive

A. Key Indicators

1. Primary support need and/or instructional need is related to cognitive ability
2. Difficulties with learning, behavior and physical and/or sensory challenges best explained by cognitive challenges

Level 1	Level 2	Level 3	Level 4
<p>IQ of 80-120</p> <ul style="list-style-type: none"> able to achieve or master Student Learner outcomes with differentiated instruction reasonably motivated to learn age-appropriate social skills 	<p>IQ of 60-80 (mild to borderline cognitive delay- Code 51)</p> <p>Demonstrates the following:</p> <ul style="list-style-type: none"> Struggles with whole class instruction “concrete learner” functions best in familiar activities and routines Difficulties become more evident when presented with abstract learning materials Achievement is significantly below grade expectations in all areas of the curriculum May appear socially “immature” and/or non-compliant May be somewhat isolated from peers struggles in less structured situations may present with difficulties in language and motor development will graduate with significantly lower literacy level <p>Gifted: IQ 130 or above and demonstrates:</p> <ul style="list-style-type: none"> Heightened curiosity Intense and broad interests Exceptional ability to retain information Critical, holistic thinker Effective, inventive problem solver May have performance issues on redundant or unstimulating work 	<p>IQ of 40-60 (moderate cognitive delay- Code 52 or 43 if associated with another condition)</p> <p>In addition to Level 2 characteristics may demonstrate:</p> <ul style="list-style-type: none"> delays in all areas of functioning, working on early or functional academic tasks (rarely achieves beyond a grade 3 level). As an adult, capable of functional literacy – taking a phone message, simple e-mail, writing a short letter, reading sports, etc. May have an associated medical condition (cerebral palsy, epilepsy, etc) May demonstrate challenging behaviors. Delayed communication skills and motor functioning May be independent within familiar structured activities or for short periods As an adult, group or assisted living arrangements. Will likely be involved in some vocational and recreational activities, Qualifies for AISH 	<p>IQ below 40 or considered “untestable” (severe cognitive delay- Code 41 or 43 if associated with another condition)</p> <p>In addition to Level 3 characteristics may demonstrate:</p> <ul style="list-style-type: none"> Need for 1:1 assistance for all activities of daily living including toileting and eating unless in a congregated setting need for medical intervention (tube-fed, monitoring of seizures, etc.) significant behavioural challenges lifting and repositioning extremely limited generalization of learning little, if any, functional communication except for basic vocalizations, gestures tires easily Limited ability to tolerate a full school day As adult, will require assisted living Qualifies for AISH



3. Cognitive

B. Key Supports

Level 1: Universal Design for Learning:

- Access to high quality classroom instruction that addresses different learning styles
- Differentiated Instruction
- Assessment for Learning
- Supports for Positive Behaviour
- Technology for Learning
- may require streaming in High School (K and E or IB for Gifted)

Level 2 (focused)	Level 3 (focused)	Level 4 (targeted)
<ul style="list-style-type: none"> ○ requires an IPP ○ intermittent support in the classroom from an EA required. ○ adapted resources required ○ more time required to complete work and presentation needs to be very clear and simple. ○ support for social skills ○ ATL for literacy support ○ low tech supports (calculator) ○ testing accommodations ○ focus on key concepts in most curricular areas ○ embedded life skills activities ○ will require concrete representation of rules and expectations (e.g. visuals) ○ direct instruction and practice of routines ○ secondary level–focus on functional academic skills- may include K & E programming at the secondary level ○ small group instruction <p>Gifted</p> <ul style="list-style-type: none"> ○ Requires an IPP ○ Critical challenges embedded within units ○ Independent projects ○ Frequent opportunities for student directed learning ○ Contract/management plan ○ Opportunities for mentorship 	<p>In addition to selected Level 2 supports:</p> <ul style="list-style-type: none"> ○ programming focuses on facilitating independent functioning across multiple settings ○ At an elementary level will require frequent support in the classroom unless in a congregated setting. ○ Ratio of adult support for students in secondary may depend upon the setting and nature of programming. ○ Learns best through functional routines ○ Needs social skill instruction which may include a focus on personal safety and sexuality at the secondary level ○ Requires visual supports, repetitive practice and tasks to be broken down into small steps ○ need assistance with activities of daily living in elementary school. ○ may require augmentative communication e.g. PECS, signing, etc ○ needs supervision at recess, lunch especially in Elementary school. ○ May need an individualized behavior support plan focused on teaching replacement skills ○ Peer supports ○ At early Elementary may require input from rehabilitation specialists e.g. OT, PT, SLP (Elementary) ○ may require specialized equipment or ATL 	<p>In addition to selected Level 3 Supports:</p> <ul style="list-style-type: none"> ○ Requires an IPP ○ programming focuses on quality of life and partial participation (e.g. basic communication, choice making, positive social interaction, etc) ○ 1 to 1 assistance for activities of daily living and to actively participate in learning activities (unless in congregated setting) ○ May benefit from closely selected and supervised peer supports ○ planned opportunities to demonstrate skills in meaningful and natural context. ○ routine-based programming ○ Peers need to be taught how to interact with student ○ Active, ongoing collaboration with parents ○ opportunities for choice-making embedded throughout the day ○ Input from rehabilitation specialists e.g. OT, PT, SLP (Elementary) ○ specialized equipment or ATL ○ TA requires specialized training e.g. lifting, CPR, etc. ○ involvement with outside agencies (FSCD)



4. Physical

A. Key Indicators

Physical

1. Primary need is related to a medical syndrome or condition that requires health or physical management
2. Learning or behavioral difficulty is primarily related to the effects of the medical condition

Level 1	Level 2	Level 3	Level 4
Physically healthy or has a physical condition (controlled asthma, diabetes, epilepsy, allergies) with little or no educational implications	<p>Has a medical condition (asthma, inadequately controlled epilepsy, Developmental Coordination disorder, etc) resulting in mild difficulties during physical activities or with self-help skills</p> <p>May demonstrate</p> <ul style="list-style-type: none"> ○ gross or fine motor delays ○ attentional difficulties ○ increased need for supervision ○ increased absence from school. ○ restrictions to activities and/or diet, ○ may demonstrate hesitancy to participate in some activities ○ may have mobility difficulties ○ may demonstrate sensory sensitivities 	<p>Has a medical condition resulting in significant difficulties (may qualify for Code 58 or 44)</p> <p>In addition to Level 2 characteristics may demonstrate:</p> <ul style="list-style-type: none"> ○ significant difficulties with specific physical activities or with self-help skills ○ significant restrictions on participation in activities ○ limited mobility ○ difficulty modulating awareness or activity level. ○ behavioural manifestations such as difficulty with impulse control, behavioural rigidity (e.g. neurological condition) ○ physical disability may affect communication abilities ○ unusual responses to sensory stimulation. 	<p>Has a medical condition resulting in severe difficulties (may qualify for Code 58 or 44)</p> <p>In addition to Level 3 characteristics may demonstrate:</p> <ul style="list-style-type: none"> ○ Cannot function in a school setting without extensive supports and services ○ May be considered "Medically fragile" ○ may have significant behavioral issues that are very disruptive to the learning environment. ○ totally dependent upon adults for all aspects of care, safety and for meaningful engagement



4. Physical

B. Key Supports

Level 1: Universal Design for Learning:

- Differentiated Instruction
- Assessment for Learning
- Technology for Learning
- Supports for Positive Behaviour
- Access to a safe learning environment
- Normal supervision
- May require staff in servicing or a response plan in case of emergencies
- May require administration of medication (epipen, capsules, ventolin, etc.)

Level 2 (focused)	Level 3 (focused)	Level 4 (targeted)
<ul style="list-style-type: none"> ○ Requires adaptation checklist ○ may require increased supervision for high risk activities and/or on call assistance, staff, in-servicing or training. ○ enhanced communication between home and school. ○ minor environmental adaptations. ○ minor adaptations to instructional activities, and materials. ○ monitoring of behavior/medical condition ○ may need repetitive practice on skills. ○ Low tech adaptations (preferential seating, Alphasmart, etc.) ○ Accommodations for output ○ Access to technology for learning ○ may be followed by community rehabilitation therapists (i.e. Capital Health, Glenrose, NOT eligible for ERECS consultation) 	<p>In addition to selected Level 2 supports:</p> <ul style="list-style-type: none"> ○ Requires IPP ○ modification to the school environment and activities to accommodate condition. ○ may require disability awareness for peers and peer supports. ○ More extensive use of adaptive equipment. ○ may need significant modification to instruction. ○ may require health related support services ○ increased requirements for consultation. ○ Ongoing monitoring of behaviour/medical condition. ○ Typically require individual support (e.g. for physical management tasks, learning tasks) with specific tasks or at targeted times for 50% of the time. ○ Can be included in some group activities with shared adult support 	<p>In addition to Level 3 supports:</p> <ul style="list-style-type: none"> ○ continuous adult support and supervision ○ may require high levels of medical intervention. ○ modification to all or most of classroom environment or activities. ○ requires extensive support/consultation from health care professional ○ may cope better with a shortened day ○ extensive support in classroom including assistant time, adaptive equipment, adaptation/modification to physical environment. ○ Staff may require specialized training (emergency procedures, physical management (e.g. tube feeding, catheterization, positioning, lifting, transferring, etc.) ○ May be a candidate for supports and services available through Children and Youth with Complex Needs



5. Visually Impaired

B. Key Indicators

1. Support needs related to low, limited or no vision

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none">○ Normal vision (with correction if necessary)	<p>Student has reduced acuity of 20/30 – 20/70</p> <p>May demonstrate</p> <ul style="list-style-type: none">○ difficulty following direction that requires use of vision.○ Clumsiness○ prone to accidents on stairs, playground equipment or inclines○ fatigue○ difficulty with academic and play/recreational skills involving visual/motor coordination○ difficulty with normal sized text○ poor printing	<p>Student has acuity of 20/70 – 20/200 or worse may be considered legally blind (coded 56 or 46)</p> <p>In addition to Level 2 characteristics may demonstrate:</p> <ul style="list-style-type: none">○ may have a deteriorating condition○ may have head tilting or body posturing to compensate for restricted field of vision○ difficulty following a visual demonstration without additional cues○ May appear clumsy or excessively cautious in unfamiliar environments○ may demonstrate difficulty negotiating the physical environment i.e.: disoriented on field trips.○ difficulties with active games.	<p>Student is totally blind (Coded 46)</p> <p>In addition to Level 3 characteristics:</p> <ul style="list-style-type: none">○ Follows the Programs of Study with appropriate adaptations and accommodations○ child is unable to function without extensive supports.



5. Visually Impaired

B. Key Supports

Level 1: Universal Design for Learning:

- Differentiated instruction
- Supports for Positive Behaviour
- Assessment for Learning
- Technology for Learning
- Well lighted classroom/work area
- Teacher conscious of visual field when presenting materials
- Use of typical visual supports e.g. white board, smart board
- Access to text-to-voice technologies
- Printed materials are clear

Level 2 (focused)	Level 3 (focused)	Level 4 (targeted)
<ul style="list-style-type: none"> ○ Requires adaptation checklist ○ use of peer partners. ○ may require minor adaptation to materials ○ may require preferential seating ○ may require review and or preview of reading/visual materials. ○ may require support/supervision for the use of glasses or other visual aides ○ may require support for printing and other visual/motor tasks ○ may require OT referral 	<p>In addition to selected Level 2 supports:</p> <ul style="list-style-type: none"> ○ Requires an IPP ○ may require preferential seating ○ Require adaptation to presentation of materials and/or positioning of tasks ○ may require additional adult support in unfamiliar situations. ○ instructional modifications ○ Requires accommodations for assessments including PATS and Dips (large print, extra time, etc.) ○ may require materials adaptations such as increased contrast, enlargement or darkening lines ○ Digital text repository ○ may require orientation and mobility training ○ video magnifier that supports distance viewing ○ may benefit from assistive and adaptive technology 	<p>In addition to selected Level 3 supports:</p> <ul style="list-style-type: none"> ○ Requires an IPP focusing primarily- accommodations ○ will require extensive support from a VI Educational Consultant ○ requires Braille assistant or teaching assistant 50-100% of time. ○ will require extensive use of adaptive equipment e.g. braille, taped stories, raised line drawings, voice activation, introduction to literature, , or specialized software for classroom computer e.g. Braille Notetaker. ○ Will require Orientation and Mobility training ○ requires extensive adult support for environment orientation, for safety, adapting, materials, physical prompting



6. Deaf and Hard of Hearing

A. Key Indicators

1. Support needs related to deafness or hard of hearing

Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none">○ No apparent hearing problems or may experience transient hearing difficulties associated with colds, sinus infections or ear infections	<p>Residual hearing with possible delay in language development</p> <p>May demonstrate difficulty</p> <ul style="list-style-type: none">○ Following whole class instruction.○ (may seem inattentive or “non-compliant”).○ Delay in response time to verbal instruction.○ May be reliant on visual cues.○ Difficulty with the production of specific consonant speech sounds.	<p>Some residual hearing with language “delay” resulting from deprivation or lack of exposure to visual language. Qualifies for code 55</p> <p>In addition to Level 2 characteristics may demonstrate:</p> <ul style="list-style-type: none">○ Difficulty following instructions in the absence of contextual cues.○ Demonstrates some difficulties in social relationships.	<p>Minimal or no residual hearing and deprivation from visual language. Qualifies for code 45</p> <p>In addition to Level 3 characteristics may demonstrate:</p> <ul style="list-style-type: none">○ Will have difficulty knowing what is said without visual supports.○ Language development may be delayed.○ Will have difficulty knowing what is said without visual supports.○ May have difficulty developing social connections on own.○ Aural-oral communication ineffective○ Unless others sign will have difficulty developing social relationships



6. Deaf and Hard of Hearing

B. Key Supports

Level 1: Universal Design For Learning

- Access to high quality instruction
- Differentiated Instruction
- Assessment for Learning
- Supports for Positive Behaviour
- Technology for Learning
- Direct teaching of listening skills
- Teacher establishes attention before giving instruction
- Use of visual supports (Smartboard, Boardmaker, blackboard, etc.)
- Awareness and reduction of sources of background noise e.g. shutting off equipment when not in use, closing doors/windows, etc.)
- Clear use of teacher voice (at least 15 dB louder than background noise)
-

Level 2 (focused)	Level 3 (focused)	Level 4 (targeted)
<ul style="list-style-type: none"> ○ Requires adaptation checklist ○ May require consultation from speech-language pathologist ○ May require personal FM System (ADL) ○ Preferential seating ○ Visual supports such as sign language ○ Repetition of verbal input with visual support ○ Previewing of vocabulary development (e.g.: vocabulary related to themes both home/school. ○ Daily listening check for equipment ○ Additional maintenance of adaptive equipment ○ Check for understanding 	<p>In addition to selected Level 2 supports:</p> <ul style="list-style-type: none"> ○ Will require assessment and consultation from ASL specialist, speech and language, audiology and education consultant for the deaf education ○ Will require personal FM system. ○ Requires individual or small group for language development 	<p>In addition to selected Level 3 supports:</p> <ul style="list-style-type: none"> ○ Daily individual or very small group (2-3) for language development. ○ ASL development ○ Regular (at least 3xs per year consultation from Education Consultant for the Deaf and Hard of Hearing) ○ Social skill development. ○ Certified educational interpreters. Ideally, signing aides with ASL Level 4 or trained interpreters instructor ○ Personal FM system if appropriate (daily use and daily listening check of personal hearing aids and personal FM system) ○ Home-school communication development. ○ Regular (at least 3xs per year consultation from Education Consultant for the Deaf and Hard of Hearing Social skill development.